

Program of Work

The program of work is the backbone of a chapter. In our Leadership handbook, there are seven major goals that we are to have an activity in. It is our hope that each chapter will carry out this program of work. By using these seven goals planned by using the Chapter Standards Program, it helps the student learn, improve and become better prepared for the world of work.

The seven major goals in the program of work are:

1. Professional Development: To prepare each member for entry into the workforce and provide a foundation for success in a career. Becoming a professional does not stop with acquiring a skill, but involves an increased awareness of the meaning of good citizenship and the importance of labor and management in the world of work.
2. Community Service: To promote and improve good will and understanding among all segments of the community through services donated by chapters, and to instill in its members a lifetime commitment to community service.
3. Employment: To increase student awareness of quality job practices and attitudes, and to increase the opportunities for employer contact and eventual employment.
4. Ways and Means: To plan and participate in fund-raising activities to allow all members to carry out the chapter's projects.
5. SkillsUSA Championships: To offer students the opportunity to demonstrate their skills and be recognized for them through competitive activities in occupational areas and leadership.
6. Public Relations: To make the general public aware of the good work that students in career and technical education are doing to better themselves and their community, state, nation and world.
7. Social Activities: To increase cooperation in the school and community through activities allowing members to get to know each other in something other than a business or classroom setting.

By applying the Chapter Quality Standards (1. Self-growth, 2. Development as an Employee, 3. Development as a Leader, 4. Development as a Citizen, and Development as a Team Member) using the growth process cycle (awareness, assess, plan, act, and reflect) to each activity in the program of work, you are developing skills for life to become a better citizen.

Chapter Quality Standards Recognition Program

At each level, the chapter would involve all class members in determining the class members development needs in each of the five standards areas. Chapters exist so every student will student will gain awareness, assess, plan, act, and reflect on their skills in the following areas:

1. **Self-Growth.**
2. **Development as an Employee.**
3. **Development as a Leader.**
4. **Development as a Citizen.**
5. **Development as a Team Member.**

The class members would develop a strategic plan that would have educational goals in each of the five areas above to address those needs. They would develop a list of strategies, lessons, or

activities and evaluations for each goal that would help every class member to improve their skills for that standard. Each activity or strategy must include all of the steps of the growth process cycle.

LEVEL ONE: ONE STAR REQUIREMENTS ★

To be recognized at this level, the chapter would submit a copy of their strategic plan with a minimum of 8 activities with at least one activity in each of the five standards areas, documents providing evidence that all of the growth process cycle steps are used and that each class member participated in all of the activities, and an evaluation that summarized the class progress in each area.

LEVEL TWO: TWO STAR REQUIREMENTS ★★

To be recognized at this level, the chapter would submit a copy of their strategic plan with a minimum of 12 activities with at least two activities in each of the five standards areas, documents providing evidence that all of the growth process cycle steps are used and that each class member participated in all of the activities, and an evaluation that summarized the class progress in each area.

LEVEL THREE: THREE STAR REQUIREMENTS ★★★

To be recognized at this level, the chapter would submit a copy of their strategic plan with a minimum of 20 activities with at least three activities in each of the five standards areas, documents providing evidence that all of the growth process cycle steps are used and that each class member participated in all of the activities, and an evaluation that summarized the class progress in each area.

LEVEL FOUR: FOUR STAR REQUIREMENTS ★★★★★

To be recognized at this level, the chapter would submit a copy of their strategic plan with a minimum of 26 activities with at least four activities in each of the five standards areas, documents providing evidence that all of the growth process cycle steps are used and that each class member participated in all of the activities, and an evaluation that summarized the class progress in each area.

LEVEL FIVE: FIVE STAR REQUIREMENTS ★★★★★

To be recognized at this level, the chapter would submit a copy of their strategic plan with a minimum of 32 activities with at least five activities in each of the five standards areas, documents providing evidence that all of the growth process cycle steps are used and that each class member participated in all of the activities, and an evaluation that summarized the class progress in each area.

Some activities may help develop skills in more than one standard area, or may in fact develop skills in all five areas, but to receive credit for the activity in more than one area, the strategic plan and the documentation must outline how the activity meets each standard, that all class members participated, and includes all of the steps in the growth process cycle for each standard.

Chapter Standard #1: Self-Growth

Chapters exist so every student will gain awareness, assess, plan, act and reflect on their self-growth.

Sample Activity to support Standard #1:

Create a personal brochure

1—Be Aware and Assess

- a. Understand the importance of self-knowledge
- b. Understand how to market yourself
- c. Awareness of self-perception versus other people's perceptions
- d. Survey your friends for descriptors
- e. Analyze the audience who will see your brochure
- f. Collect examples of personal brochures for speakers or other individuals

2—Plan

- a. Determine resources
- b. Decide on format (a printed flyer or brochure, a personal web page, or a video)
- c. Determine a budget
- d. Brainstorm to decide what information about yourself to include
- e. Select colors and format or other aspects that will make your brochure best reflect your personality

3—Act

- a. Finalize your theme and look of the piece
- b. Edit your information
- c. Take or gather photos to enhance the project
- d. Create the brochure, web page or video

4—Reflect

- a. Show the brochure, web page or video to others and ask for honest feedback
- b. Reflect on what you have learned about yourself through this project

Other Suggested Activities for Standard #1—Self Growth

Set and meet personal goals • Create a personal mission statement • Locate and work with a personal mentor • Keep a journal or diary and set a time for daily reflection • Take a self-assessment test or personality test • Develop a career plan and timeline • Be a mentor to someone younger • Invite an industry guest to your classroom • Compete in the SkillsUSA Championships.

Chapter Standard #2: Development as an Employee

Chapters exist so every student will gain awareness, assess, plan, act and reflect on their development as an employee

Sample Activity to support Standard #2:

Participate in the SkillsUSA Championships at the local, regional, state or national level

1—Be Aware and Assess

- a. Be aware of the contests in which you might compete
- b. Assess your desire to compete in one of these
- c. Assess your skill level compared to the industry standard for an entry-level worker in your occupational area.

2—Plan

- a. Become a SkillsUSA member
- b. Obtain a copy of contest rules
- c. Notify instructor that you want to compete in an upcoming event
- d. Practice your skills (mentor with a local business to improve your skills, if possible)
- e. Register for your events
- f. Raise funds to cover travel or equipment expenses

3—Act

- a. Compete in your event, and do your best!

4—Reflect

- a. Assess how well you did in the competition compared to the standards
- b. Determine areas for improvement
- c. Assess your ability to cope with winning or losing

Other Suggested Activities for Standard #2—Development as an Employee

Prepare a résumé • Apply for a job • Participate in a job interview • Subscribe to a career or trade journal • Attend a trade show • Invite industry reps into your class as speakers or guest instructors • Visit a local business/industry • Assess your current job performance • Job shadow • Be a mentor • Practice customer service skills through role playing • Research your career path, education goals and options available • Create an occupational library • Benchmark class requirements with industry standards • Perform skill demonstrations for the community • Participate in Labor Day activities • Hold a local SkillsUSA Championships • Participate in the Professional Development Program.

Chapter Standard #3: Development as a Leader

Chapters exist so every student will gain awareness, assess, plan, act and reflect on their development as a leader

Sample Activity to support Standard #3:

Become a mentor

1—Be Aware and Assess

- a. Become familiar with the purposes and goals of mentors
- b. Build awareness of mentoring in others
- c. Assess the needs of the school or students you will mentor
- d. Assess your strengths and weaknesses compared to the needs of the students
- e. Assess time commitments for those involved

2—Plan

- a. Plan a presentation and meet with the school principal or leadership of the group you plan to mentor, to explain the goals and purpose of the project
- b. Obtain necessary permissions to mentor
- c. Gather materials and resources
- d. Develop a budget and a plan for your mentoring project, and create any materials you will need
- e. Train mentors before they begin work

3—Act

- a. Invite mentees to an introductory activity to launch the project
- b. Carry out mentor program through a series of scheduled sessions
- c. Meet with other mentors regularly to talk about the program and to make any necessary changes
- d. Document the project with photos, and send press releases to the media

4.—Reflect

- a. Ask mentees to reflect on their experiences, either orally or in writing
- b. Reflect on the ways you helped your mentee, how the project affected you, and what skills you gained
- c. Consider ways to expand your efforts in the future

Other Suggested Activities for Standard #3—Leader

Facilitate a meeting • Conduct a school-wide safety campaign • Develop an improvement plan for your school • Conduct peer evaluations • Assign students to teach a portion of the curriculum • Create a commercial • Develop a class motivational system • Organize and conduct professional/leadership workshops for the school • Student lead class projects • Student/teacher swap days • Hold debates on social or ethical issues • Gain representation on a school or community board • Become a class “skills coach” • Be an advocate of career education with school boards or guidance counselors • Develop a class mission statement and goals • Develop business etiquette workshops • Attend leadership conferences such as WLTI or regional events • Run for a chapter office • Chair a committee • Attend SkillsUSA meetings and actively participate • Participate on an Opening and Closing Ceremonies team.

Chapter Standard #4: Development as a Citizen

Chapters exist so every student will gain awareness, assess, plan, act and reflect on their development as a citizen

Sample Activity to support Standard: #4

Take a stand on a community issue

1—Be Aware and Assess

- a. Read the local paper and become familiar with local issues
- b. Be aware of precedents
- c. Define your individual stance
- d. Prioritize issues
- e. Hold class discussions on issues and reach consensus

2—Plan

- a. Select project or issue
- b. Pick an appropriate audience (school board, chamber of commerce, city council, etc.)
- c. Research facts and data to support position
- d. Develop a presentation
- e. Plan time line and budget

3—Act

- a. Gain community endorsements
- b. Get on community meeting agenda
- c. Make presentation

4—Reflect

- a. Reflect on the power one person or a group of people can have in the community
- b. Reflect on the power of government and the effect it has on the community
- c. Reflect on the project. What worked? What didn't?

Other Suggested Activities for Standard #4—Development as a Citizen:

Attend a school board meeting and defend an issue such as program continuance • Address student health issues • Work with your local chamber of commerce to develop a community vision • Adopt a school in another country • Explore cultural differences in your community • Host a community group • Conduct a voting awareness campaign • Sponsor a prom night/dunk driving program • Visit a nursing home • Become a mentor • Affect a piece of legislation • Document the impact of your volunteerism on you and the community • Research a historical figure who was known for making change • Hold a career fair • Research the value of community service (cost savings to city or town) • Study the U.S. Constitution • Learn the SkillsUSA creed, pledge and motto • Examine the goals of the organization • Conduct a community service activity • Develop a chapter constitution.

Chapter Standard #5: Development as a Team Member

Chapters exist so every student will gain awareness, assess, plan, act and reflect on their development as a team member

Sample Activity to support Standard #5:

Create a Career and Technical Education Week publicity project

1—Be Aware and Assess

- a. Be aware of the purpose of project and the purpose of Career and Technical Education Week
- b. Be aware of the community need for technical programs
- c. Assess who at school and in the community should be involved in the project
- e. Review past events that were held by your chapter
- f. Determine resources, budget

2—Plan

- a. Work with school to gain approval
- b. Create committees and delegate work
- c. Develop project time line and deadlines
- d. Develop a budget
- e. Plan scope of activity
- f. Develop presentation and rehearse it several times

3—Act

- a. Obtain a proclamation
- b. Send out press releases
- c. Send letters of invitation
- d. Advertise event
- e. Develop materials
- f. Hold the event!
- g. Visit the legislature or state capitol if possible
- h. Conduct follow up
- i. Let administrators know of your success and ways you've helped to publicized the school

4— Reflect

- a. Reflect on the impact the project had on you, your school and community
- b. Evaluate program for next year
- c. Develop a checklist for next year

Other Suggested Activities for Standard #5—Development as a Team Member:

Hold a game night • Hold an employer recognition banquet • Do the box folding activity (TQC) • Organize a community service project • Conduct a peer mediation group • Create school welcome teams or troubleshooting teams • Conduct research on historical teams, journal team roles • Develop a mentoring program • Create a parent event • Conduct regular chapter meetings • Hold a PDP banquet • Conduct a local SkillsUSA Championships • Compete in a team event • Use official ceremonies as a way to develop speaking abilities • Develop a chapter newsletter.

Work Plan

Before you develop a Cycle of Learning for your next activity, think about the following questions for each aspect of the Cycle of Learning

Work Plan

Think about these concepts before you begin to plan for a specific activity

1—Be Aware and Assess

- a. Be aware of the purpose of your project
- b. Identify the skills you are trying to develop
- c. Assess the need for what you plan to do
- d. Be aware of your resources, time frame and how many people can help

2—Plan

- a. Set realistic goals
- b. Create committees and delegate work
- c. Develop project time line and deadlines
- d. Develop budget
- e. Plan scope of activity
- f. Get necessary approvals

3—Act

- a. Using your plan, begin work and carry out your plan of action for the project
- b. Monitor your progress
- c. Facilitate others and include all members
- d. Motivate others as necessary

4—Reflect

- a. Reflect on the impact the project had on you, your school and community
- b. Evaluate program for next year
- c. Develop a checklist for next year

Cycle of Learning

Use this form to plan your activity step-by-step, from initial concept to the completed project. If you need help determining what to do next, use the sample activity shown for each Chapter Standard, or review the Cycle of Learning Work Plan

Activity We Are Doing:

Standard We Are Meeting:

Team members for this activity:

_____	_____
_____	_____
_____	_____
_____	_____

Be Aware and Assess

Plan

Reflect

Act